Formative Assessment

**2.NBT.7 Add up to four two-digit numbers using strategies based on place value and properties of operations.**

**Materials:**

* Attached Numbers
* Pencil/paper or Whiteboard/marker

**Directions:**

1. Cut apart cards

2. Have student pick two cards and solve the equations on a whiteboard or on paper.

**Considerations:**

Observe what strategies students use to solve the problem.

Can the student break apart the numbers?

How does the student break apart numbers?

Does the student use a reasonable strategy but get the sum incorrect?



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| --- | --- | --- | --- |
| **27** | **45** | **63** | **87** |
| **10** | **18** | **46** | **90** |
| **34** | **57** | **82** | **13** |
| **54** | **39** | **21** | **92** |



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| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |

